

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Barbara Doering
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Notre Dame Elementary School
(As it should appear in the official records)

School Mailing Address 13000 Auburn Road
(If address is P.O. Box, also include street address.)

City Chardon State OH Zip Code+4 (9 digits total) 44024-9337

County Geauga State School Code Number* 057216

Telephone 440-279-1120 Fax 440-286-1235

Web site/URL http://www.notredameelementary.org E-mail bdoering@ndec.org

Facebook Page https://www.facebook.com/pages/Notre-Dame-Elementary/248363795193960
Twitter Handle https://twitter.com/ndes13000 Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Ms. Margaret Lyons E-mail: mlyons@dioceseofcleveland.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Cleveland Tel. 216-696-6525

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. James Heighway
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
0 Middle/Junior high schools
0 High schools
0 K-12 schools
- 0 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	17	21	38
K	29	18	47
1	24	21	45
2	26	23	49
3	34	22	56
4	28	38	66
5	23	28	51
6	36	31	67
7	34	28	62
8	27	32	59
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	278	262	540

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1	460
(5) Total transferred students in row (3) divided by total students in row (4)	0.026
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 3 %
 Total number students who qualify: 16

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 3 %
13 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	96%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Celebrating its 56th anniversary and located on 350 beautiful acres, Notre Dame Elementary School has the unique distinction of being a Sisters of Notre Dame sponsored school and the first Catholic school in Geauga County. Fully accredited by the Ohio Catholic School Accrediting Association (OCSAA), it serves students from preschool through eighth grade. The Sisters of Notre Dame, a religious community of educators founded in 1850, are known for their innovative educational vision and strong core values. The Sisters of Notre Dame serve in their ministries throughout the world. Currently, students from five counties and thirty-two parishes benefit from this established rich tradition and heritage.

Notre Dame Elementary School's mission is as follows: Notre Dame Elementary School is a Catholic school that educates children according to the educational vision and principles of the Sisters of Notre Dame. The vision statement is: Notre Dame Elementary is committed to perpetuating the charism of the Sisters of Notre Dame in an academically excellent and financially strong setting that sets the standard for educating the whole person and developing a respect for God, self and others in a welcoming and nurturing environment. Both the mission and vision statements were recently revised and adopted by the Board of Directors and the Sisters of Notre Dame during the development of the latest strategic plan.

Rigorous academics, as demonstrated by high test scores, along with an emphasis on critical thinking, leadership, spirituality, service and the development of individual gifts and talents define Notre Dame. Today, the school enrolls 540 students with a faculty and staff of 60. Over the past year, Notre Dame's enrollment has increased by 53 students from 34 families, testifying to its tradition of being an academically strong Christ-centered community.

Notre Dame's community spirit can be attributed to its committed partnership with students, parents and staff, as well as its deep relationship with the Sisters of Notre Dame. Actually housed in a convent setting, the students benefit from the dedication of these Religious who are a vibrant presence in the school. Through the presentation of mission talks and sharing of first-hand experiences, to monthly visits with their Sister prayer partners in the Notre Dame Health Care Center, students are enriched by their spirituality. Sisters serve as teachers, tutors and aides in the school setting and assist with outreach programs to the poor. In addition, three Sisters hold positions on the Board of Directors of Notre Dame Elementary School.

Notre Dame Elementary School believes in a partnership with parents that enhances nearly every aspect of the school's programs. Parents serve as board members, lunch monitors, room parents, Notre Dame Parent Association leaders, coaches and special event coordinators. The parent Sports Board is another valuable asset to the school that provides athletic development and scholarships through the Catholic Youth Organization. The parents' investment in the school enhances the students' learning experiences leading to a higher level of student engagement and success.

In collaboration with the McKeon Education Group, strong emphasis is placed on character development. The group leads an assertive campaign to educate students on the often-devastating consequences of bullying. All programs are designed to cultivate respect, empathy, tolerance and friendship skills among all students. Strategies and real-life experiences are discussed to help students address the social issues that are relevant in society and the school community, supporting the health and success of the child as a whole.

The theme for the 2013-2014 school year is "Imagine." Notre Dame always imagines opportunities and possibilities and firmly believes that it is worthy of National Blue Ribbon status. As a school steeped in the rich traditions of the Sisters of Notre Dame and with a reputation for excellence, Notre Dame Elementary School attracts families who want a top-quality, faith-based education. Superior achievement scores combined with a focus on higher-order thinking skills make Notre Dame an exceptional candidate for Blue Ribbon recognition. The school empowers the students by providing a strong foundation to pursue their dreams, achieve academic excellence, realize their full potential and succeed in making a positive difference in today's world.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Notre Dame Elementary School's reported assessment results are from the norm-referenced Iowa Test of Basic Skills/Iowa Assessments and reflect students' performance in reading and mathematics for grades 3 through 7 over the past five years. These tests are national standardized achievement tests designed to measure the basic skills students have learned. They identify student strengths and weaknesses, allowing for targeted classroom instruction. In addition, educators are able to evaluate student performance in relation to class, diocese and nation. For the past two years, all Catholic elementary schools within the Cleveland Diocese administered the Iowa Assessments Form E. This latest version reflects those changes in curriculum and instruction that focus on problem-solving and critical thinking skills, which align with the Common Core State Standards. Although the schools in the Cleveland Diocese are only required to administer the tests to students in grades 1, 3, 5 and 7, they are given to students in grades 1 through 7 at Notre Dame Elementary School.

Notre Dame Elementary School students have consistently scored above the required 85th percentile equivalents in both reading and mathematics. The scores represent the National Percentile Rank of Average Standard Scores. Scoring at the 85th percentile meets the Blue Ribbon standard and is the standard expected for students at Notre Dame Elementary School at all grade levels.

b) The performance trends in the reading ITBS/Iowa Assessments illustrate that Notre Dame students consistently score above the required 85th percentile. Although high levels of achievement have been maintained over the past five years, the administration of a new form of the standardized test in the 2011-2012 school year did result in a slight decrease in scores at nearly every grade level. The maintenance of consistent scores is due to low teacher turnover rates along with excellence in teaching. Recent initiatives include a literature-based reading program, student-teacher conferencing in reading and writing, professional development in research-based best practices and the integration of technology into the language arts curriculum which is based on the Common Core State Standards (CCSS).

In primary grades, where the foundation is laid for future reading, extensive time is set aside daily for reading and language arts instruction, contributing to high test scores. Teachers and educational aides work with students in small groups and individually, meeting the needs of both struggling and gifted students. The Accelerated Reader program provides opportunities for students to achieve personalized reading goals at their own pace. These methods of differentiated instruction, along with the uninterrupted time, are key in achieving the goal of excellence in reading and developing lifelong readers and learners.

Another factor contributing to consistently high reading scores is the integration of reading and writing across the curriculum. Teachers across all subject areas collaborate in the teaching of critical skills, which accomplishes the goal of keeping students accountable for good writing and reading with understanding. Notre Dame's continuous improvement plan for the next five years includes a language arts goal specifically addressing writing across the curriculum, which will lead the school to maintaining its Blue Ribbon level of performance.

Performance trends in Notre Dame's math scores demonstrate that students have consistently achieved scores above the required 85th percentile at all grade levels for the past five years. The high scores result from the strength and consistency of the spiraling, highly individualized mathematics program. Educational aides support the work of teachers in the primary and intermediate grades. In the intermediate and upper grades, smaller class sizes, peer tutoring, tiered instruction and collaborative groups become important components of the program, resulting in a high level of student engagement. Notre Dame's emphasis on skills, concepts, problem-solving and communication of mathematical understanding are also contributing factors.

Prior to administering the Iowa Assessments Form E in the 2011-2012 school year, the Cleveland Diocese and Riverside Publishing Company made schools aware that the new form of the test aligns with the CCSS.

The suggestion was made that the first administration of Form E be considered a baseline by which future growth be measured. With this in mind, a slight decrease in student scores was expected as Notre Dame transitions to fully embracing the CCSS. Although the difference in format did slightly shift the scores, the expectation is that students will continue to excel and perform above the 85th percentile, which meets Blue Ribbon standards.

In both reading and mathematics, at every grade level tested, scores decreased by between 4 and 14 percentile points the first year the new form of the test was administered. By the next year, scores increased by between 1 and 10 percentile points at every grade level. Clearly, the 2011-2012 testing does provide a new baseline for reading and math scores. It is a testament to the strength of the academic program at Notre Dame Elementary School that scores are now increasing to above the 85th percentile as teachers continue to implement the CCSS.

2. Using Assessment Results:

Assessment data is used to analyze and improve student and school performance at Notre Dame Elementary School. As a Catholic school, data from both the ITBS/Iowa Assessments and NCEA ACRE (Assessment of Catechesis/Religious Education) are evaluated as part of the school improvement plan. Because test scores are received in the late spring, they are used to drive instruction for the following school year. Scores are reviewed by the administration and teachers to analyze for both areas of strength and improvement. Teachers meet in professional learning communities to analyze trends within grade levels and across grade bands to determine the focus of the overall program at Notre Dame Elementary School.

Test results are sent home to parents with a clear explanation of how to interpret the scores. Opportunities for remediation and enrichment are provided. Parents are given the opportunity to meet with teachers on an individual basis to discuss test results and student progress. The partnership between parents and teachers is critical in improving school and student performance.

Each fall, achievement scores from NDES, the Eastern region of the diocese and the entire diocese are compared graphically. Current year data is analyzed, along with data from the past five years, looking for trends. Graphs of ACRE results are also created and data analyzed to assess student achievement and drive instruction in the area of Catholicity.

While test scores are analyzed on a yearly basis, Notre Dame uses assessment data to set measurable goals every 6 years as part of the school improvement plan through OCSAA. Data collected from 2006 through 2011 led to a Catholicity goal: Students will gain a deeper knowledge and understanding of the liturgy and a student learning goal: Students will improve writing skills across the curriculum. ITBS/Iowa Assessments results, Writing Proficiency testing data and summative and formative classroom assessments were taken into account in setting the student learning goal. The Catholicity goal was based on student performance on the ACRE test. Specific strategies for achieving each goal, along with corresponding assessments, were developed by a steering committee. During the new accreditation period, from 2012 through 2018, data will be collected to support the accomplishment of these goals. At Notre Dame Elementary School, assessment data is used systematically to ensure improvement in school and student performance.

In order to communicate how Notre Dame Elementary School compares with other schools in the Cleveland Diocese and the Eastern region, the Board of Directors and faculty are given a formal report of the test scores for the current year and a comparison over the past five years. A summary of current test scores are presented to the school community on Parent Night each fall. Additionally, this information is reported in the school newsletter annually. Testing data is also available to share with prospective families. In these ways, all stakeholders are kept informed of the strengths, successes and areas of growth at Notre Dame Elementary School.

3. Sharing Lessons Learned:

Notre Dame Elementary School (NDES) collaborates with a network of schools within Geauga County and the Diocese of Cleveland. Frequent meetings are provided for faculty and administrators to develop and

share best practices.

The diocesan math curriculum was revised to align with the Common Core State Standards (CCSS) in 2012. A math teacher from Notre Dame served on the Curriculum Revision Committee along with other master teachers. Notre Dame is currently collaborating with other diocesan schools through professional development opportunities to support the implementation of the CCSS across the curriculum. Notre Dame teacher representatives were selected to attend Common Core training sessions and are currently inservicing teachers at NDES.

The STEM (Science, Technology, Engineering and Math) program at Notre Dame serves as a model for other schools in the area. Administrators and teachers from other schools come to NDES to observe the program in action. They work with Notre Dame's STEM teacher on content and instructional methods as they strive to implement STEM programs in their own schools.

The principal of NDES attended the 21st Century Learning Conference at Notre Dame University, sponsored by the ACE Program. She presented best practices for 21st century learning to other principals in the Diocese of Cleveland. The principal also attended a conference in Boston on the importance of advancement through Partners in Mission. Notre Dame then hosted the seminar, "Advancing the Mission" for other Sisters of Notre Dame sponsored schools and their boards. The seminar served to emphasize the vital role each stakeholder plays in embracing and supporting the mission and vision of their respective schools. The Diocese of Cleveland noted the value of Partners in Mission and is currently offering professional development opportunities in advancement through this organization for all diocesan schools. In addition, due to the success of Notre Dame Elementary School, the principal currently serves on the Diocesan Teacher Evaluation Revision Committee and has been asked to present Notre Dame's current teacher evaluation process with new principals in the diocese. She is frequently asked to serve on External Validation Accreditation Teams for other schools.

As a thriving Catholic school, Notre Dame Elementary is always willing to draw upon its experience and accomplishments to support other schools. NDES will continue to share its successes and live out its mission to continually strive for the highest level of achievement in elementary education.

4. Engaging Families and Community:

Notre Dame believes communication is the key to building a strong school community. Communication takes place through the school website, weekly and monthly newsletters and the SchoolReach parent communication system. EdLine keeps parents current with student progress and assignments. Classroom Connections, a feature of the school website, is updated monthly with classroom information and is accessible to both current and interested families. Weekly articles in local newspapers highlight school events and keep the community informed.

Parent-teacher conferences are held in the fall and spring to ensure each child's needs are being met through collaborative efforts of school and home. Notre Dame has maintained 100% participation in parent-teacher conferences. At any time, a parent or teacher may request an individual conference. Junior high students are encouraged to attend conferences to discuss progress and set goals for future success.

Through collaborative efforts, Notre Dame reaches above and beyond into the community. Parents and community members are invited to celebrate the accomplishments of Notre Dame through Parent Night, Open Houses, Young Authors, Learning Fair and Science Fair. Additionally, annual reports are provided outlining the school's test scores, professional development plans, continuous improvement plan and five-year strategic plan. Parents and community members are encouraged to participate on committees and in surveys, giving them a voice in Notre Dame's future.

The Notre Dame Parent Association is very active and helps build a strong cohesive school community through various family events. In addition, they raise funds through the Annual Auction, Christmas Luncheon and Walk-A-Thon. These activities contribute to parent engagement and provide needed resources to promote student success.

Notre Dame's dedication to respecting the dignity of each person is evident in the school's many outreach programs. At a local level, the students regularly visit the Sisters of Notre Dame Health Care Center, work with the Geauga Hunger Task Force and Ministry to the Homeless. Globally, students raise funds for the African and Indian Missions, showing support of the mission of the Sisters of Notre Dame. Students also demonstrate patriotism by providing needed items for the U.S. military. Students learn at an early age there are many in society in great need and even one child can make a difference.

Open communication, opportunities for involvement, family-community activities and service are vital to school success. A high level of engagement at Notre Dame Elementary School enables students and families to enrich their school and their community simultaneously.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Notre Dame embraces 21st century learning skills and Common Core State Standards in order to prepare students for college and career readiness. Faith-based values and social justice principles are integral components across the curriculum.

The English language arts curriculum provides a strong foundation in oral and written communication and literacy. Notre Dame offers a comprehensive program that builds on the skills of phonics, spelling, vocabulary, reading comprehension and writing, enabling students to communicate effectively. Engagement in reading and writing across the content areas ensures an integrated approach resulting in high student achievement.

Notre Dame's math curriculum enables students to develop both skills and a conceptual understanding in number sense, operations, patterns, algebra, geometry, measurement and data analysis. Engagement with hands-on materials and tiered instruction are essential aspects of the math program. With a focus on critical thinking and real-world problem solving, students learn to communicate mathematical concepts with a depth of understanding.

The social studies curriculum emphasizes the importance of the past, present and future and the role of each individual in shaping history. Students gain a knowledge and appreciation of history, culture, geography, economics and government, enabling them to become future leaders in society. Enrichment opportunities include the annual business fair and student council.

Whether students go out into the community or experts are brought into the classrooms, Notre Dame is committed to exposing students to real life experiences and opportunities. Guest speakers have included engineers, naturalists, forensic investigators and surgeons. Outings have included water quality studies at a local park, theater productions and hands on experiences at the Glass Factory, Morgan Art of Papermaking Conservatory and Holden Arboretum. The 8th grade trip to Washington, D. C. introduces students to the world of government and U.S. history. They prepare for the experience through research of key historical figures, events and government offices. A future goal is to implement a career day to introduce students more directly to different career opportunities and educational pathways as they continue their explorations.

The science curriculum calls students to higher-level thinking as they learn to appreciate the simplicity and complexity of creation. Evaluative thinking and problem solving are reinforced within the context of the scientific method. The science lab and 350 acre wooded campus provide hands-on learning experiences. The curriculum is expanded through Science Olympiad (grades 6 – 8), Science Fair (grades 1 – 8), the STEM Program and collaborative opportunities with the Geauga Park District.

The physical education and health programs work to provide students with the skills needed to make healthy choices. The physical education curriculum focuses on skills and fitness encouraging individual progress. Notre Dame recognizes that good health is essential to the development and growth of the whole person.

Notre Dame is in compliance with the program's foreign language requirements. All grade levels are exposed to Chinese and Spanish languages, cultures and traditions. Students in fifth through eighth grade study either Chinese or Spanish according to their interest, with an emphasis on vocabulary development, sentence analysis and grammar studies. The unique Mandarin Chinese program is made possible through innovative collaboration with Notre Dame Cathedral Latin High School.

Notre Dame values the visual and performing arts. Music specialists expose students to music history, theory, composers and instruments. A band program is available to students in grades 4–8. The art program provides students with a rich background through the study of famous artists, techniques and processes to facilitate creative expression. Drama and Art Clubs enhance the fine arts program.

The technology program at NDES is integrated into all subject areas. Every classroom is equipped with an ActivBoard, document camera and multimedia cart. Wireless laptops, iPads and NEO labs are exceptional tools used for research, remediation, enrichment and independent learning in each classroom.

The religion program focuses on Catholic Doctrine, faith formation and service to those in need locally and globally. Faith, beliefs and tradition are enhanced through daily religion class, prayer services, Mass and character development programs by the McKeon Education Group.

Notre Dame Elementary's focus on college and career readiness is evident throughout its program. The school's comprehensive faith-based curriculum provides students with the knowledge, values and tools to build strong character, making them productive, responsible and exemplary members of society.

2. Reading/English:

a) Notre Dame Elementary School's reading curriculum balances non-fiction with literature, exposing students to a wide variety of text. Combining foundational skills with oral, written and visual elements, students become confident readers. Best practices focus on skills, creativity and analysis of reading material across the curriculum. Accelerated Reader, a school-wide program through Renaissance Learning, tracks individual reading levels and comprehension. Teachers conference with students regularly, adjusting their reading levels based on assessments. This individualized reading program offers students many choices to ensure reading becomes an integral part of their lives for years to come.

Reading strategies are used to develop vocabulary, comprehension, fluency and writing skills. Literature is used to model good writing as part of the 6+1 Traits of Writing Program, which is incorporated across all grade levels. Students learn to assess literature selections and writing samples for key traits and then apply what they have learned about strong writing to their own. The intervention specialist and gifted teachers collaborate with classroom teachers to provide accommodations to improve the reading skills of students performing below grade level and challenge those working above grade level.

In the primary grades, phonics, grammar and sight word recognition are foundational to the program. In addition to whole class instruction, students work in individualized reading groups meeting the needs of each learner. Word walls, graphic organizers and book studies encourage students to improve their reading level. In the intermediate grades, students are introduced to genres found in literature. Students analyze and discuss story elements including theme, character, setting and plot. They generate reviews and evaluations of books read. At this level and moving into junior high, spelling and vocabulary practice are targeted areas of study. Critical and creative thinking skills are promoted at the junior high level through book studies of classic novels and other genres of literature. The reading of real texts, primary sources and non-fiction materials are emphasized.

Notre Dame recognizes the important connection between reading and writing. Preschool through sixth grade students create and publish their own books for the Young Authors Conference. Junior high students participate in The Fiction Project, a program that fuses text and visual art. The finished books go on a coast-to-coast tour and are entered in the Brooklyn Art Library's narrative collection.

Notre Dame's approach to reading provides the necessary skills for students to be college and career ready and to develop a life-long love of reading.

3. Mathematics:

The math curriculum at Notre Dame Elementary School provides a solid foundation allowing students to apply skills and concepts learned to become successful problem-solvers. Guided by the Common Core State Standards, project-based teacher-developed units of study provide the backbone of the math program. Resources including Simple Solutions, Renaissance Learning's Math Facts in a Flash, manipulatives and iPad applications support student engagement in math. This program allows for student success giving them the tools necessary to be college and career ready.

Foundational skills focusing on whole number operations, fractions, decimals and geometry are taught in grades K – 5 through repetition and practice. The 6th – 8th grade curriculum reinforces basic concepts, and then goes deeper with critical information needed to be successful at higher levels. By the time Notre Dame students complete 8th grade, they have had rigorous instruction in geometry and the opportunity to complete a full year of high school algebra. Perseverance in problem solving and communicating mathematical ideas are important aspects of Notre Dame’s program at every level.

Differentiated instruction meets the needs of Notre Dame students across all grade levels. Ongoing assessment identifies students above and below grade level. Those who need extra support receive individual and small group instruction with the teacher, classroom aide or intervention specialist. The Challenge program, available to students identified as gifted, offers opportunities for engagement in abstract problem solving and collaborative learning at a very high level. Additionally, students who are far above grade level participate in individualized math programs that allow them to achieve mastery and advance at their own pace.

The STEM (Science, Technology, Engineering and Mathematics) program is offered to all students providing hands-on experiences that lead to a deeper understanding of how these disciplines work together. It provides opportunities for students to collaborate in real-world problem-solving. Students in grades five and six participate in Catholic Math League, a national math competition that focuses on individual skills and problem-solving. Additionally, MathCounts, a national enrichment program promoting math achievement, has been instituted at the junior high level. Students work to complete problem-solving challenges in small groups, encouraging the development of skills needed to excel in mathematics, science, technology and engineering careers.

Providing students with a solid foundation that lays the groundwork for problem solving and higher level thinking has allowed Notre Dame to consistently reach Blue Ribbon standards in math achievement over the past five years.

4. Additional Curriculum Area:

b) According to Notre Dame Elementary School’s mission, the science program combines the vision and principles of the Sisters of Notre Dame with 21st century skills. The result is an integrated program that emphasizes responsible care of all God’s creation. The curriculum engages and excites students about science by providing opportunities for project-based learning, real-world problem solving and the integration of technology. Science education at Notre Dame builds on a knowledge base that is focused on essential concepts rather than disconnected topics.

A state of the art science lab provides students with opportunities for experimentation under the guidance of a Sister of Notre Dame who holds a Ph.D. in science and challenges students to higher-level thinking in the scientific process. In an atmosphere where questioning is encouraged, concepts are explored in an in-depth manner. The McGinty Weather Station, housed at Notre Dame Elementary School, provides current weather information for Geauga County and enhances meteorological studies for students across all grade levels. Learning science at Notre Dame means integrating reading, writing, speaking and math. Assessment of student learning guides further instruction in all areas of the science curriculum.

The science curriculum goes beyond the basics to include enhancements such as the STEM program, Science Olympiad, Science Fair and Nature Scopes. Over the past three years, Notre Dame’s Science Olympiad teams placed in the top two at the St. Ignatius Science Olympiad competitions. One Notre Dame science fair participant went on to compete at the state level and was recognized with two gold medals. Notre Dame Elementary School received grants totaling \$57,500 from Fairmount Minerals to support continued excellence in the areas of science and technology.

Additionally, The Nature of Education science program was initiated last year. This growing program, which supports the school’s mission, recognizes the need for children to reconnect with the natural environment, gain an understanding of the scientific process and become stewards of the environment. The inception of the program began with the institution of the Nature Club, founded by a certified naturalist. The

long-term goal is to construct an outdoor classroom on the 350 acre property where the school is located. The Nature of Education is an example of the kind of program Notre Dame embraces to fulfill its mission.

Notre Dame Elementary Preschool (NDEP) offers a formative yet challenging curriculum that consciously prepares students for kindergarten at Notre Dame Elementary School (NDES). The preschool follows the Diocese of Cleveland Prekindergarten Curriculum and Academic Guidelines, as well as the State of Ohio Early Learning and Development Standards.

Curriculum content areas include: English language arts, mathematics, science, social studies, physical education, comprehensive arts, religion and technology. Additional strands address the social/emotional development of the students.

NDEP and NDES kindergarten teachers work in close partnership to align curriculum. In order to bridge the transition between preschool and the primary grades, the preschool faculty joins with NDES in professional development opportunities, including recent workshops on the Common Core State Standards. Lesson plans are carefully aligned with primary grade level academic standards to provide logical progression in content mastery. For example, preschool children participate in Very Young Authors, a program that mirrors Young Authors at the elementary level. Teachers discuss with their students a book's title, author, illustrator, characters and story development. With assistance, each child composes and illustrates a book, which is displayed at Young Authors night.

Recognizing the importance of technology in 21st century education, students at Notre Dame Elementary Preschool have daily use of computers. In addition, teachers incorporate time for each child to regularly experience activities on the ActivBoard Touch, particularly to allow practice in mastering mathematical skills. Teachers frequently use iPad technology in small and large group settings, particularly in the content areas of science and social studies. As a result, preschool children entering into kindergarten are comfortable using technology in an academic setting.

Simple Spanish words and phrases (counting, days of the week, etc.) are introduced as part of daily routines. Students continue their Spanish studies at NDES.

Comprehensive arts (referring to visual arts, music/movement and drama/theater) are enhanced in the preschool curriculum through the use of specialists, who provide instruction to the children on a weekly or bi-weekly basis.

NDES kindergarten teachers have observed that the children entering their classes from Notre Dame Elementary Preschool to be, on the whole, better adjusted to the all-day structure, more advanced in critical thinking skills and further along on readiness skills, such as number/letter recognition and writing skills. Notre Dame Elementary Preschool provides excellence in education and prepares students for a seamless transition to Notre Dame Elementary School.

5. Instructional Methods:

Instructional methods used at Notre Dame Elementary School focus on initiatives benefiting each child in the school community. Teachers work in professional learning communities to discuss educational goals and establish best practices for instruction.

Curriculum mapping provides the framework to guide instruction in all core subject areas. Analysis of curriculum maps allows teachers to plan and implement educational experiences and avoid gaps and overlaps. The ability to view maps allows teachers to build an aligned, consistent program within the school.

Classrooms at Notre Dame function as interdependent communities that value the uniqueness of each child. The teacher serves as the facilitator by modeling, demonstrating and coaching students through everyday lessons. Tiered instruction, peer tutoring and flexible grouping allow students to work at their optimal instructional level. The use of iPads at every grade level provides opportunities for students to research topics, sharpen skills, work at their own pace and extend their learning experiences. Differentiation

continues as the intervention specialist co-teaches and works with small groups within the classroom, providing support for all students including those with IEPs. Individualized classroom activities and programs (STEM, Challenge) meet the needs of all students, from the struggling to the gifted child.

A full time technology teacher allows for daily collaborative opportunities across the curriculum. Integration of fine arts and technology into classroom experiences enables students to express themselves in a variety of ways resulting in increased depth of knowledge and understanding. For example, the 4th grade study of Mayan culture integrates art, math, technology and history. This project-based study includes the creation of clay pots according to Mayan tradition, a study of the Mayan number system and the creation of computer generated projects after independent student research on Mayan culture.

Through a curriculum that interconnects, classroom environments are conducive to both the affective and educational needs of children. Given the opportunity to develop and share their strengths, students become specialists and increase self-esteem, leading to successful problem solving in the classroom and life. Some examples include Science Olympiad, Science Fair and Power of the Pen. These annual events offer opportunities for Notre Dame students to demonstrate their expertise. While the end result of these events is important, the process is valued as well, allowing students to work closely with community experts, building a depth of understanding and self-confidence.

6. Professional Development:

Accredited through the Ohio Catholic School Accrediting Association (OCSAA), Notre Dame is committed to continuous improvement. Notre Dame's professional development is guided by OCSAA and diocesan initiatives, which are aligned with academic standards and best practices.

The school improvement plan focuses on both Catholic Identity and Student Learning goals. These data-driven goals are based on results from the NCEA Assessment of Catechesis/Religious Education (ACRE), Iowa Assessments and Writing Proficiency tests. Key strategies to support each goal involve targeted professional development. In addition, teachers formulate Individual Professional Development Plans that support school improvement goals and the teachers' own professional goals assisting them in becoming master teachers.

Notre Dame's Catholic Identity goal states that students will develop a deeper knowledge and understanding of the Liturgy. This goal is achieved through inspirational and educational opportunities including retreats, guest speakers, workshops and religious formation experiences. The teachers also work in professional learning communities to discuss key teaching strategies and develop grade-band specific surveys. The surveys, along with the ACRE, are used to assess student understanding of the Liturgy and are administered yearly to track student growth.

Recognizing the importance of good communication skills, Notre Dame's Student Learning goal focuses on improving writing across the curriculum. Monthly professional development highlights the 6+1 Traits of Writing approach, a research-based model focusing on the core components of good writing. The model uses writing assessment to guide instruction through the use of rubrics and provides a common language across all grade levels. Student growth and achievement are monitored through Writing Proficiency tests, writing portfolios and writing conferences.

NDES strongly believes in providing teachers with the support needed to implement best practices. Most recently, the initiative included ActivBoard and iPad training.

Examples of professional development based on diocesan guidelines include a book study of Marzano's Art and Science of Teaching. It provides a model which promotes best practices and high student achievement encouraging teachers to balance research-based data with individual student needs. As Notre Dame transitions to the Common Core State Standards, all faculty are involved in quarterly in-service sessions. These sessions are led by diocesan trained NDES faculty members who have taken the initiative to become Common Core team leaders.

Notre Dame understands the importance of on-going professional development leading to excellence in teaching. This results in highly engaged students who achieve at a Blue Ribbon level as supported by standardized test scores over the past five years.

7. School Leadership

A team approach provides the leadership model at Notre Dame Elementary School. The team comprised of the Board of Directors, President/Principal, Assistant Principal and Preschool Director work together to inspire academic excellence and build Catholic identity. In this unique structure, the chief administrator serves the dual role of President and Principal, working with the Board of Directors and overseeing the daily operations of the school. As both educational and spiritual leader, the Principal is the key communicator between the Board, parents, teachers and community.

The Board of Directors ensures the financial viability of the school and evaluates the Principal. The Board works with the Principal to plan for a strong, viable future. Every five years, a strategic plan is developed with key stakeholders ensuring that the mission of the school is upheld and high levels of student achievement are maintained. Final approval of the strategic plan rests with the Provincial Council of the Sisters of Notre Dame. With a shared vision of student success and a commitment to excellence, both Board members and administrators are responsible for implementing and overseeing the approved strategic plan. In addition, the Principal works with the finance office and Advancement/Admissions Director to maintain enrollment and monitor budgetary operations.

With a shared understanding of educational excellence, the Principal and Assistant Principal work in partnership daily to ensure that best practices are implemented in each classroom. One strategy used is classroom walkthroughs. Also vital to school success are meeting all requirements to maintain accreditation and licensure, keeping the curriculum current, evaluating teachers and providing professional development opportunities. Teachers are also given a clear voice in the school, as they are involved in collaborative decision making through the active presence of the Teacher Advisory Team. The Principal and Preschool Director work together to ensure that the preschool program meets all state requirements and provides the very best in early childhood education, laying a strong foundation for the entire school.

High levels of student achievement result from the Board of Directors and administrators focusing on academic excellence, spiritual development and providing a nurturing environment for students in preschool through 8th grade. Keeping the mission in mind as decisions are made ensures that Notre Dame continues to be a Catholic school that educates children according to the educational vision and principles of the Sisters of Notre Dame.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$4500
1	\$4500
2	\$4500
3	\$4500
4	\$4500
5	\$4500
6	\$4500
7	\$4500
8	\$4500
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$6100
(School budget divided by enrollment)
5. What is the average financial aid per student? \$900
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 20%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Feb	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	79	74	78	80	84
Number of students tested	56	43	47	45	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The test changed from the ITBS Form C/2005 to the Iowa Assessments Form E/2011 starting in 2011-2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Feb	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	78	77	81	90	85
Number of students tested	46	53	42	51	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The test changed from the ITBS Form C/2005 to the Iowa Assessments Form E/2011 starting in 2011-2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Feb	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	79	71	85	83	84
Number of students tested	59	45	50	45	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The test changed from the ITBS Form C/2005 to the Iowa Assessments Form E/2011 starting in 2011-2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Feb	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	82	79	73	77	85
Number of students tested	52	54	42	53	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The test changed from the ITBS Form C/2005 to the Iowa Assessments Form E/2011 starting in 2011-2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Feb	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	76	70	77	78	77
Number of students tested	58	40	54	46	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The test changed from the ITBS Form C/2005 to the Iowa Assessments Form E/2011 starting in 2011-2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Feb	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	80	70	77	76	80
Number of students tested	56	43	47	45	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The test changed from the ITBS Form C/2005 to the Iowa Assessments Form E/2011 starting in 2011-2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Feb	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	74	75	84	82	77
Number of students tested	46	53	42	51	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The test changed from the ITBS Form C/2005 to the Iowa Assessments Form E/2011 starting in 2011-2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Feb	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	69	72	83	76	79
Number of students tested	59	45	50	45	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The test changed from the ITBS Form C/2005 to the Iowa Assessments Form E/2011 starting in 2011-2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Feb	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	72	68	82	83	80
Number of students tested	52	54	42	53	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The test changed from the ITBS Form C/2005 to the Iowa Assessments Form E/2011 starting in 2011-2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Feb	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	78	75	79	80	82
Number of students tested	58	40	54	46	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The test changed from the ITBS Form C/2005 to the Iowa Assessments Form E/2011 starting in 2011-2012.